Scaling Up a State Initiative
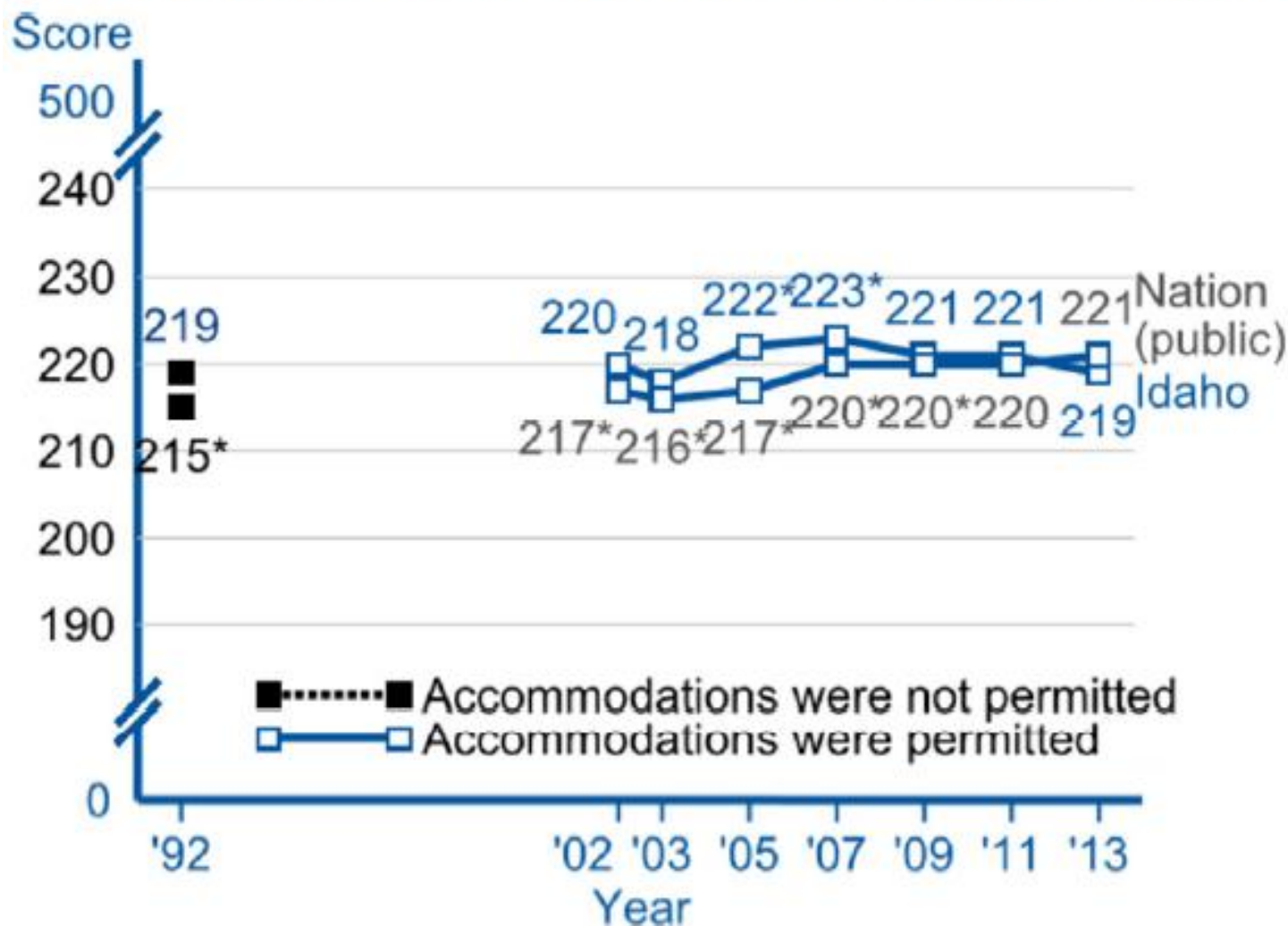
Steve Underwood, Ed. D.

ICLA 1999 Professional Development

- Preservice
  - Courses/graduation req's for candidates
  - Passing score on literacy assessment
  - Annual Report of IHEs to leg. & gov.
- Inservice
  - 3-credit reading instruction course for recertification

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Idaho Grade 4 NAEP Performance

Average Scores for State/Jurisdiction and Nation (public)

Wexelblatt's Algorithm

CHEAP   FAST

GOOD
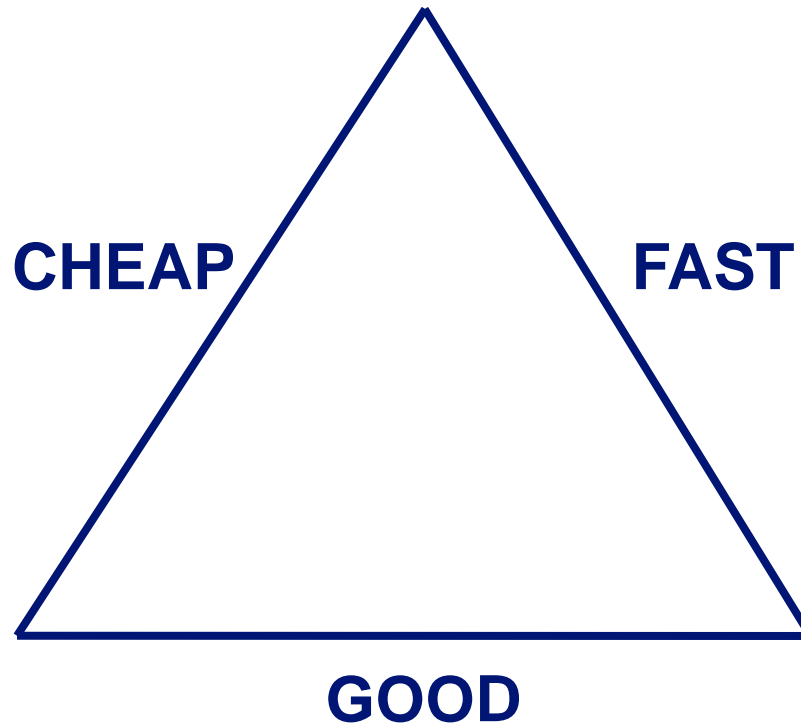
When developing a program you may pick any two.

Comprehensive School Reforms

Evidence-base	Actual Supports Years 1-3	Outcomes Years 4-5
Every Teacher Trained	Fewer than 50% of the teachers received some training	Fewer than 10% of the schools used the CSR as intended
Every Teacher Continually Supported	Fewer than 25% of those teachers received support	Vast majority of students did not benefit

Source: Aladjem & Borman, 2006; Vernez, Karam, Mariano, & DeMartini, 2006

Idaho Reading Initiative

Evidence-base	Actual Supports Years 1-4	Outcomes Years 5-present
Every Teacher Trained	ALL Idaho teachers received some training	Early student gains, but few schools systemically integrating the research
Every Teacher Continually Supported	SOME teachers received continuous support	Long term student gains not maintained

Source: Author's analysis

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Focus on the Right Drivers

- capacity building (vs. accountability)
- group quality (vs. individual quality)
- high quality instruction and leadership (vs. silver bullets)
- system-ness (vs fragmentation)

Reciprocity: Accountability for Capacity

For every increment of performance I demand from you,…

I have an equal responsibility to provide you with the capacity to meet that expectation.

Likewise, for every investment you make in my skill and knowledge,…

I have a reciprocal responsibility to demonstrate some new increment in performance.
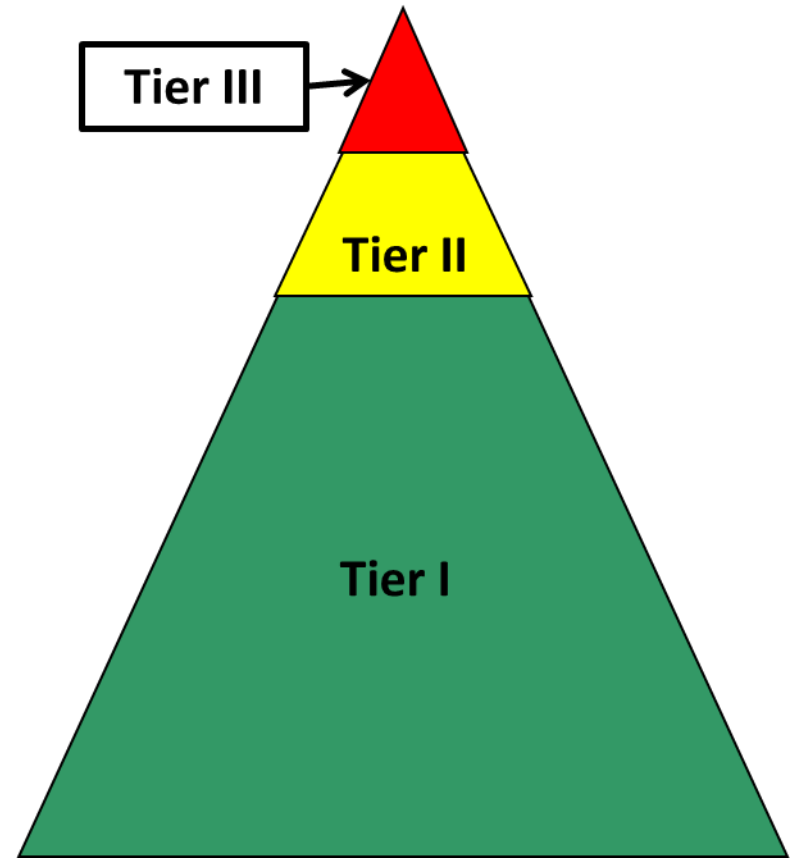
Elmore (2008, p.93)

Build Up Groups of People

Improvement at scale is largely a property of organizations, …

not of the preexisting traits of the individuals who work in them.

(Elmore, 2008)

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High Quality Instruction and Leadership

Build a **Culture** in schools and districts that **continuously improves** the *instructional core.*

System-ness

What's wrong here?

Systems think about connectedness and all-ness.
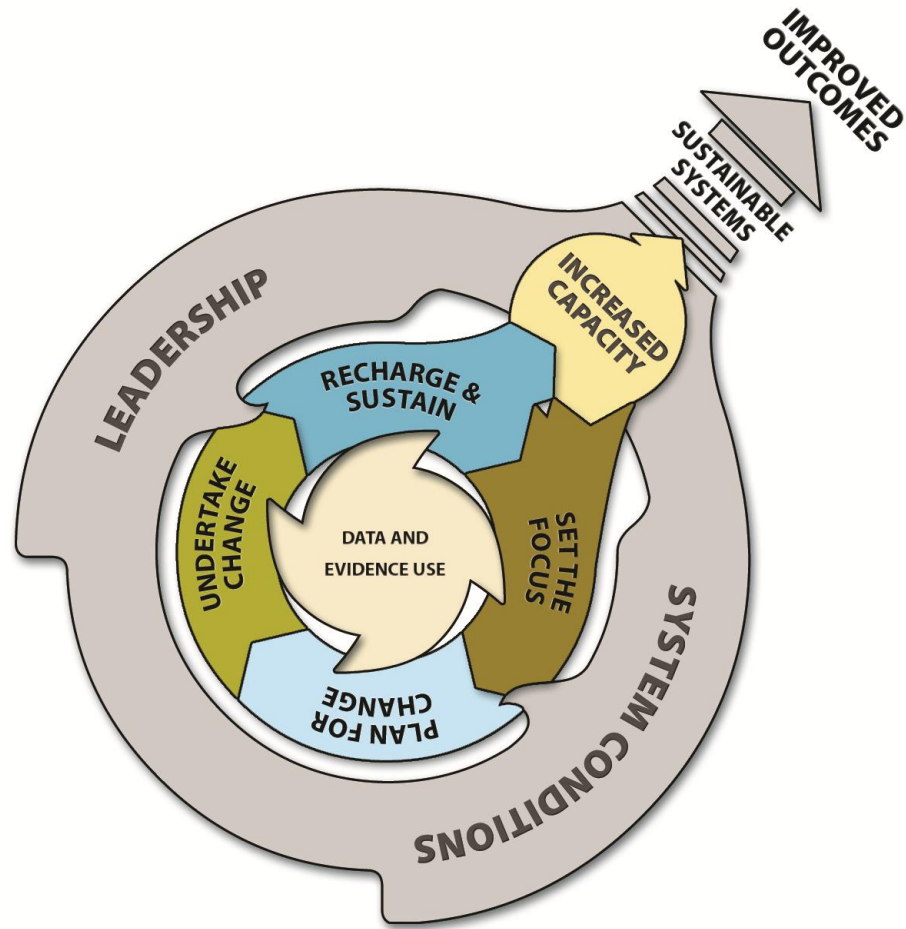
Connectedness of:
- People
- Processes
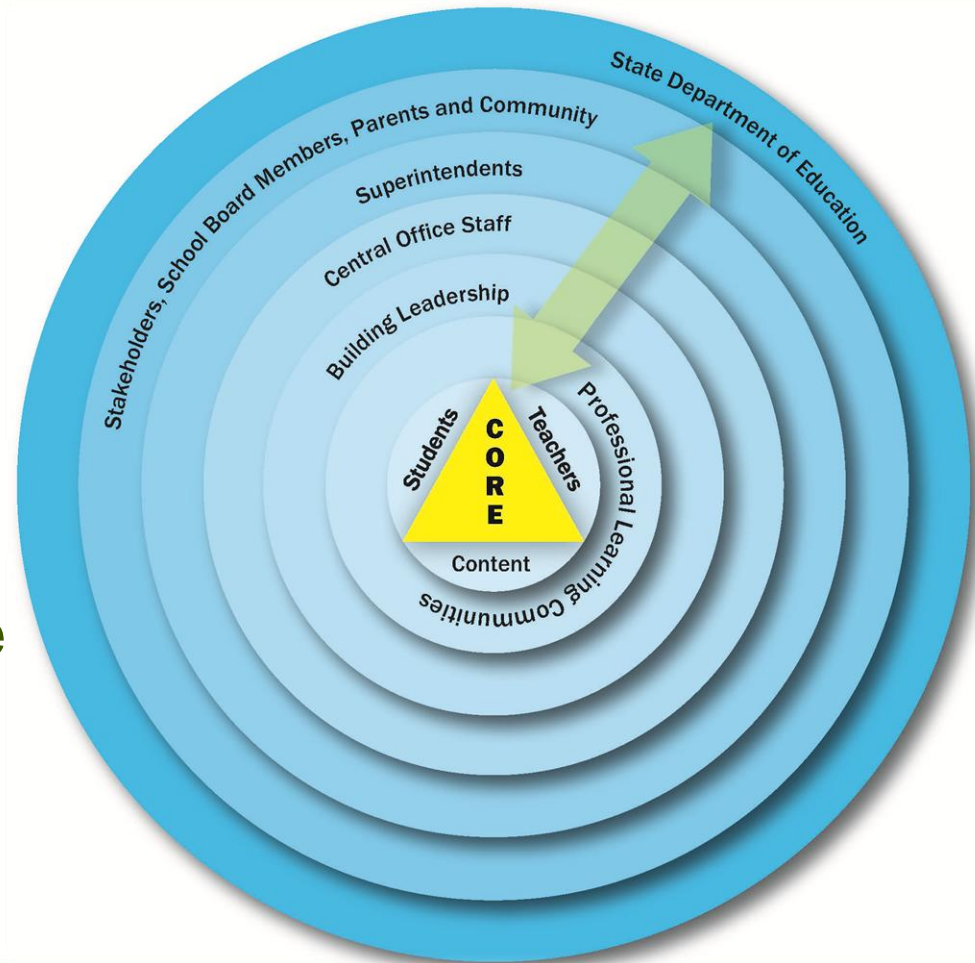- Means
- Results
- All Levels
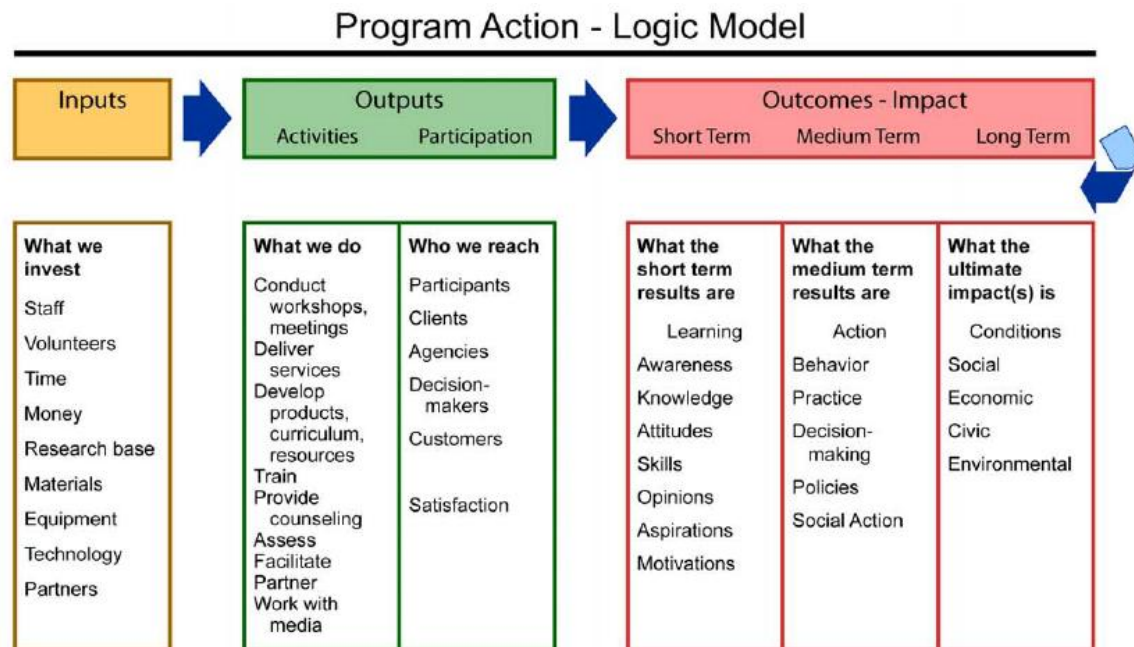
A Framework for Change

Set the Focus

- Executive-Level Leadership Support
- Sufficient Resources
- Cross-Agency Implementation Team(s)
- Implementation Team Has Authority
- Define and Communicate Team Responsibilities
- Assess Team Skills and Knowledge About the Initiative

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Plan for Change

- Use Prior Lessons and Research to Plan
- Create a Theory of Action
- Develop Shared Vision
- Write an Implementation Plan

Program Action - Logic Model

Inputs	Outputs		Outcomes - Impact		
	Activities	Participation	Short Term	Medium Term	Long Term

What we invest	What we do	Who we reach	What the short term results are	What the medium term results are	What the ultimate impact(s) is
Staff	Conduct workshops, meetings	Participants	Learning	Action	Conditions
Volunteers	Deliver services	Clients	Awareness	Behavior	Social
Time	Develop products, curriculum, resources	Agencies	Knowledge	Practice	Economic
Money	Train	Decision-makers	Attitudes	Decision-making	Civic
Research base	Provide counseling	Customers	Skills	Policies	Environmental
Materials	Assess	Satisfaction	Opinions	Social Action	
Equipment	Facilitate		Aspirations		
Technology	Partner		Motivations		
Partners	Work with media				

Undertake Change

- Demonstrate Initiative is High Priority
- Communicate with Stakeholders
- Build Implementer Skills, Knowledge, and Tools
- Monitor Implementation Fidelity

Recharge and Sustain

- Evaluate Initiative Using Evaluation Plan
- Communicate Evaluation Results to Implementers and Stakeholders
- Continue Forward Momentum to Reach Ongoing Sustainability

So now what?

- Your experience:
  - Examples of initiatives that have worked
  - Experience with ICLA professional development
  - What worked and why?
- What is needed to make ICLA better?
- Questions?